



CONNECT
PLUS

Primary 4
Student's Book
Term 1



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موقع مذكرات جاهزة للطباعة

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SCOPE AND SEQUENCE

Theme 1 | discover myself

	Unit 1 What can I do? 	Unit 2 Plants and animals 	Unit 3 My world 
Vocabulary	body systems: bone, blood, heart, lungs, muscles, skeleton, stomach, swallow	animals: amphibian, arachnid, bat, bird, fish, invertebrate, mammal, reptile, species, vertebrate; beak, fin, fur, gill, scales; crab, dragonfly, grasshopper, jellyfish, octopus, snail, squid Comparative and superlative adjectives; adverbs	my local area: community, neighborhood, citizenship history; dynasty, hieroglyphs, pharaoh, scribe governorates of Egypt, capital city music: clapping, nay, oboe, oud, qanun, rebaba, shabbaba, simsimiya, string instrument, wind instrument
Language	Mom wants to tidy the lounge. Capital letters: English, Egypt, Étoile	An Asian elephant is smaller than an African elephant. The biggest animal in the world lives in the sea. Some invertebrates can swim very well.	This is my neighborhood. It's mine. That's your bike. It's yours. Important dynasties ruled Egypt for many years.
Reading	A text about senses	Texts about animal classification; a text about animal sizes	A text about the history of ancient Egypt; texts about folk music and folk dancing
Writing	Choosing a suitable title for a text; a paragraph about a healthy lifestyle; notes to plan activities	Practicing dictionary skills; writing about advantages and disadvantages; a habitat report	Describing your community; a paragraph describing folk music or dance
Speaking	A dialog about physical and creative activities	A True or False game; discussion about colors; description of a picture	Talking about where you live; group work to make a tourist information guide
Listening	Interviews with children talking about senses; information about Paralympic athletes	Facts about animals; facts about under the sea world	Children describing their communities; information about governorates; musical instruments
Life skills	Self-management: eating healthily, living a healthy life Respect of diversity: differently-abled people	Critical thinking: considering advantages and disadvantages Collaboration: pairwork about a micro-habitat	Respect for diversity: the different governorates of Egypt Communication: a tourist information guide
Values	Appreciation of science Tolerance	Appreciation of science	Curiosity Participation
Issues and challenges	Preventative and therapeutic health Non-discrimination issues	Environmental responsibility	Loyalty and belonging National unity Awareness of duties and rights
Integrated cross-curriculum topics	Social studies: a healthy lifestyle Science: body systems; senses	Science: classification of animals Art: primary and secondary colors	Social studies: ancient Egypt history; the governorates of Egypt Music: traditional Egyptian music and dance

LET'S REMEMBER!

LESSON 1



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1 Write the words in the correct group

bandage caption chimpanzee compass crutches fiber
grassland headline macaw magnet nutrients oasis spring
teenager toddler wetland

- 1 polar, desert, _____.
- 2 adult, baby, _____.
- 3 article, advertisement, _____.
- 4 vitamins, protein, _____.
- 5 first-aid kit, syringe, _____.
- 6 lake, river, _____.
- 7 needle, pole, _____.
- 8 sloth, cheetah, _____.

2



Listen and write

1



This is a bracelet. It's made of wood.

2



3



4



5



6



LESSON 2



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1 Read and check (✓) or cross (X)

- 1 When you ride a bike, you need a helmet to protect your knees. ☐
- 2 When you stay positive, you feel happy. ☐
- 3 All living things need water. ☐
- 4 There isn't any sugar in fruit. ☐
- 5 A newborn kitten is about six months old. ☐
- 6 One teaspoon has four grams of sugar. ☐
- 7 Hydroponic farming uses only soil, not water, to grow plants. ☐
- 8 There is salt water in an oasis. ☐

2 Read and complete

course diseases interview scans many article

Fares Hello! Can I 1 _____ you for our school newspaper?

Doctor Yes, of 2 _____!

Fares Thank you! I'm writing an 3 _____ about the new hospital. Is it very big?

Doctor Yes, it is. It can help lots of patients to get better from injuries and 4 _____.

Fares That's great. How 5 _____ doctors and nurses work there?

Doctor Oh, I don't know exactly, but there are a lot.

Fares Do you think it was important to build a new hospital?

Doctor Yes, I do. The old hospital was quite small. Now we have lots of new equipment, so we can do more 6 _____ and surgery.

Fares That's fantastic. Thank you for your help.



UNIT

1



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What can
I do?

In this unit I will ...

- understand important systems in my body.
- learn about my brain.
- form and use regular and irregular present simple verbs.
- read about our senses.
- practice when to use capital letters.
- choose and write a title for a text.
- plan activities for a summer camp.



Look and discuss

- 1 What is the child doing in the photo?
- 2 What parts of the body do you know?
- 3 What can different parts of the body do?
- 4 Is it important to have enough sleep? Why?
- 5 How much do you sleep every night?



Did you know?

To be active in the day, we need a good diet, plenty of water, and enough sleep. Children aged 7-12 need eleven hours of sleep a night.



Find out

How much water should children drink each day?



LESSON 2

OUR SENSES

1 Match the senses to the parts of the body

- | | |
|-----------|----------|
| 1 sight | a tongue |
| 2 taste | b eyes |
| 3 touch | c ears |
| 4 smell | d skin |
| 5 hearing | e nose |

2 Read the text. How do we use our different senses?

We use our senses every day to help us understand the world around us. We use our eyes to see and our ears to hear. We smell with our nose, taste with our tongue, and we can feel with our skin.

Think about where you are now. What can you see? What can you hear? Our senses are working all the time and they take in a lot of information.

Look at the photo. What can the child smell? What do you think he can feel? What kind of food do you enjoy? Some foods are sweet, and some are **savory**. We taste lots of different kinds of food every day.

Some people cannot see or hear, so they have different ways to communicate. People who are deaf or have difficulty hearing can learn sign language. It is a complete language, like English, Arabic or Spanish, and there are different versions of it around the world - sign language in Egypt is different from sign language in the USA.

Braille is a code which people who are blind or have difficulty seeing can use to read. It has different **combinations** of dots. They can be a letter, number, punctuation mark or word. The person reading can touch the dots to find out what they mean. Braille was invented by Louis Braille.



3 Read the text again. Label the photos



1 _____



2 _____



UNIT

1

LESSON 3 LANGUAGE

9 / 22

- 1 Work with a partner. Ask and answer. What do you like to do at the weekend?
- 2 Read the story. What do Adam and Kareema like to do?



'It is Saturday, so there's no school. What are we doing today, Mom?' asks Kareema.

'We have to tidy the lounge. Then you can choose what you want to do,' says Mom.

Kareema's brother Adam smiles. 'I know what I want to do!' he says. 'Let's go to the park. We can run and play. I want to practice football.'

Kareema looks disappointed.

'What's the matter?' asks Mom.

'I like the park,' Kareema answers. 'But I want to do something creative this afternoon. I would like to draw or paint a picture. Adam goes to the park every week.'

'Kareema always does drawing!' says Adam.

Mom smiles. 'I think we can all be happy today. Let's go to the park. We can play there and we can take pencils and paper with us. You can draw in the park, too. But first, let's tidy the lounge.'

3 Read again and circle

- 1 Mom wants to tidy the **lounge** / kitchen.
- 2 Adam wants to **draw** / run in the park.
- 3 Kareema wants to do something **happy** / creative.
- 4 At the park, the children can **play** / draw / play and draw.
- 5 The family will tidy **after** / before they go to the park.

Did you know?



Our brain controls how we move, what we remember, and the choices we make. The three main areas of the brain are the **cerebrum**, the **cerebellum** and the **brain stem**, and they all have important jobs. The cerebrum controls our senses, thoughts, how we speak, and our memories. The cerebellum controls movement and balance. The brain stem joins the two parts of the brain.

LESSON 5

WRITING PARAGRAPHS



- 1 Read the texts and choose the best title. There are two titles you don't need

Do sports every day!

Tips for a healthy diet

Unhealthy habits

How to start an exercise routine

Why you need to eat fruit

1

Starting an exercise routine is hard, but it's a good idea to try to do some exercise three to five times a week. It's easier if you find a sport you enjoy doing, perhaps something you can do with friends. Find a time that is easy for everyone in your family.

2

Eating the right food is very important for our health. We need a range of different kinds of food, with lots of vitamins and minerals. We shouldn't eat too much sugar or fat, and fruit and vegetables are healthy choices. It's important to drink lots of water, too, especially on hot days.

3

It's fun to play video games sometimes, but it's good to be active as well. Sitting still for a long time isn't good for your health. Sometimes people eat more unhealthy snacks when they are watching TV or playing on the computer. Try not to develop unhealthy habits.

- 2 Choose one of the extra titles from Exercise 1. Write a paragraph.

Writing tip!

When you choose a title for a text, you need to summarize what it is about in a quick and clear way. You don't need any extra or unimportant information. It's a good idea if you can make it funny or interesting, too.

LESSON 6

PROJECT



1 Read the text. What does mental activity do to your brain?

Summer camp!

To lead a healthy life, we need a mixture of physical and **mental** activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax.

Come to our three-day summer camp. Play sports and learn new skills. Make friends and have fun!

2 Read the task and make notes

You are organizing a summer camp for children aged nine and ten. What kind of activities can you do?

Think of a mixture of physical and mental activities. Why are they important?

Plan activities for the morning and afternoon.

Choose what you can have for lunch and for snacks.

REVIEW



1 Are these verbs regular or irregular?

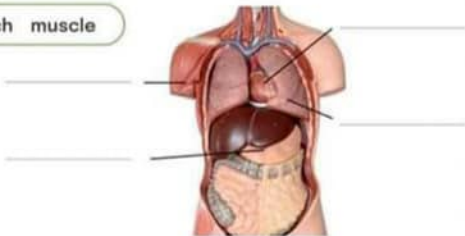
work play go eat have grow be

2 Which words need a capital letter?

a billion arabic exercise egyptian sara adam sight

3 Look and label the body

heart lung stomach muscle



4 Ask and answer with a partner

- 1 What system do we use when we breathe?
- 2 What does the left hemisphere of the brain control?
- 3 What are your five senses?
- 4 How often do the Paralympics happen?
- 5 Why is it important to be a Paralympic or an Olympic athlete?

SELF-ASSESSMENT

5 Check the boxes that are true for you

- I can understand important systems in my body.
- I can form and use regular and irregular present simple verbs.
- I can read about our senses.
- I can practice when to use capital letters.
- I can choose a title for a text.
- I can plan activities for a summer camp.

<input type="checkbox"/>
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2 Read again. Write the type of vertebrate

1



2



3



4



5



3



Listen and say

1



vertebrate

2



fins

3



beak

4



fur

5



scales

4



Play True or False

Amphibians
lay eggs on land.



False!
They lay
eggs in
water.



Find out

There are two kinds of mammals that lay eggs. Can you find out what they are called?

- 3 Read about big and small animals again.
Underline the comparative adjectives.
Circle the superlative adjectives

- 4 Read and complete the sentences

smaller bigger

- 1 An Asian elephant is _____ than an African elephant.
- 2 A blue whale is _____ than a whale shark.
- 3 An ostrich is _____ than a bee hummingbird.
- 4 A frog in Papua New Guinea is _____ than a chameleon in Madagascar.



- 5  Look and write

- 1 An ostrich / be / fast / than / a leopard
- 2 A bee hummingbird / be / small / than / an ostrich
- 3 Ants / be / strong / than / humans

- 6  Read and write T (True) or F (False)

- 1 The biggest animal in the world lives on land.
- 2 The biggest animal in the sea is a fish.
- 3 The smallest vertebrate is a bird.
- 4 The biggest bird in the world can't fly.

☐
☐
☐
☐

- 7 Read and choose the correct word

- 1 A frog in Papua New Guinea is the **biggest** / **smallest** vertebrate.
- 2 The **biggest** / **smallest** bird is the ostrich.



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LESSON 3
INVERTEBRATES**1 Read, think, and say**

Vertebrates are animals with a backbone. What do you think an **invertebrate** is?

2 Read the text. What does Sami find out?

'Dad, I don't know what to write for my project!' said Sami sadly. 'I have to find out about some animals, but I don't know which animals to choose.'

'Why don't you write about **invertebrates**?' asked Sami's dad. 'More than 90% of all animals are invertebrates.'

'Good idea!' said Sami. 'Can I look on the internet quickly to find out information, please?'

'Of course,' said Dad.

'Oh wow!' said Sami. 'I've found a lot of information! Invertebrates are cold-blooded. They live on land and in water. Some invertebrates, such as **crabs**, have a hard shell for **protection**. Others, like **jellyfish**, have soft bodies. Some invertebrates can swim very well, such as the **octopus** and the **squid**.'

'Do you have enough information for your project?' laughed Dad.

'Oh yes!' said Sami. 'Wait, I've found more! Some invertebrates, such as **snails**, have hard shells and move very slowly. Others are faster. **Dragonflies** can fly very fast.'

Insects are also invertebrates. They have six legs. I think **grasshoppers** are the most amazing insects. They can jump more than a meter! Did you know that the spider is not an insect? It has 8 legs and is called an **arachnid**. It can move very quickly.

'Well done!' said Dad. 'Have you finished your research? Can I have my cell phone back now, please?'

3 Read the facts and choose

- 1 Invertebrates are **warm-blooded** / **cold-blooded**.
- 2 They **can** / **can't** all swim.
- 3 They live on land **and** / **but** not in water.
- 4 **All** / **Some** invertebrates have a hard shell.



6



Read and listen



There are lots of interesting things to see under the sea! Some fish are very brightly colored, and so are some plants. In a coral reef, having bright colors can help fish to hide from **predators**. The coral is very bright and has different colors, so the fish can hide from bigger fish.

In addition, many predators don't eat **prey** that are brightly colored. Bright colors can be a warning that the animal is poisonous.

7 Match the words and the definitions

prey predator

1 the animal that hunts and eats other animals _____

2 the animal that is caught and eaten _____

8 Draw an underwater scene. Include plants and animals

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9 Talk about your picture. Can you describe what colors you used?

5

**Think and say**

- 1 Do you have a pet?

- 2 Where do pets usually live?

- 3 What animals are good pets?



- 6 What do you think are the advantages and disadvantages of having a pet?
Make notes in the table

Advantages	Disadvantages

- 7 Write a short text using some of the phrases in the *Writing Tip!* box

UNIT

3



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My world

UNIT
3

LESSON 2

THE HISTORY OF EGYPT



- 1 Read about the history of Egypt. What are the 3 main parts of the history of ancient Egypt?

Egypt is a country with a very long and interesting history. People started to live near the Nile about 9,000 years ago, in 7000 BCE.

At first, there were two separate areas. Lower Egypt was in the north, where the Nile joins the sea. Upper Egypt was in the south, where the Nile flows through the deserts of Africa.

In about 3200 BCE, one **pharaoh**, Mena joined these two parts to **unite** the country of Egypt. Egypt controlled the Nile as far as boats could sail on it, so it became very powerful.

There are three main parts to the history of ancient Egypt:

the Old Kingdom
[2800 – 2200 BCE]

the Middle Kingdom
[2065 – 1775 BCE]

the New Kingdom
[1570 – 1098 BCE]

Important **dynasties** controlled Egypt for many years. These were important families who ruled the country.

2



Read again and answer

- When did people start to live near the Nile? _____
- Where was Lower Egypt? _____
- Why was Egypt powerful when it united? _____
- Who was the pharaoh who united the two parts of Egypt? _____

3



Ask and answer. What did you learn?



Where
was Upper
Egypt?



It was
in the south.

Did you know?

The Pyramid of Djoser is the oldest pyramid in the world. People started building it in about 2648-2627 BCE.

UNIT 3

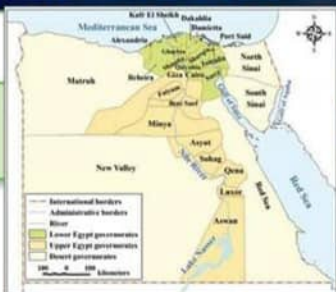
LESSON 3

THE GOVERNORATES OF EGYPT

1 Look, read, and say

The governorates of Egypt

There are 27 governorates in Egypt today. Look at the map. Where do you live?



2 Listen and choose a, b or c

- 1 What is in a governorate?
 - a cities and areas of countryside
 - b large cities
 - c large cities or cities and countryside
- 2 How many people live in Cairo Governorate?
 - a 4 million
 - b 10 million
 - c 20 million
- 3 Which governorate is the biggest?
 - a New Valley
 - b Alexandria
 - c Matrouh
- 4 How big is Damietta Governorate?
 - a 440 square kilometers
 - b 910 square kilometers
 - c 1200 square kilometers



Find out

How big is your governorate? How many people live in it?





3 Work with a partner. Look at the map on page 40. Ask and answer

- 1 Which governorates are next to the sea?
- 2 Which governorates are next to another country?
- 3 What are 3 governorates in Lower Egypt?
- 4 What are 3 governorates in Upper Egypt?

4 Listen, read and find these places on the map



I'm Fares, and I live in the Red Sea Governorate. It has a beach which is over 1,000 km. It's a very popular place to visit for scuba diving and water sports.



I'm Nadia, and I live in Aswan Governorate. It's the farthest south in Upper Egypt. Its capital is Aswan. In 1970, engineers finished the Aswan High Dam.

I'm Ibrahim, and I live in the Alexandria Governorate. It's important because lots of ships sail in and out of the port. The city of Alexandria used to be the capital city of Egypt.



5 Look at the map on page 40. Choose a governorate and find out:

- how big it is
- how many people live there
- what the biggest city is
- what natural features it has

LESSON 5
WRITING

- 1 Read the text about folk dancing in Egypt. Have you seen any of these dances?



Folk dancing has a long history in Egypt. It is linked to the folk music of different areas.

Nubian dancing is lively and colorful. People move their arms and feet to the rhythm of the music.

Raqs Assaya is probably the most famous dance from the Saidi musical tradition. The dancers use sticks (Assaya) and step quickly in special patterns. The **Tahtib** is also from the tradition of Saidi music. The dancers carefully perform a dance with sticks in a way that looks like fighting. Dancers wear special costumes. These can be dark and plain, or bright-colored and patterned.

In the cities alongside the Suez Canal, there are international types of music and dance. Musicians play the **simsimeya**, a Bedouin instrument, as well as drums.